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ABSTRACT

This report summarizes the major events of a conference conducted by the Southeastern Regional Leadership Council, which includes representatives from the Association for Educational Communications and Technology regions III and IV and from industry. (The council's members are listed and its purposes described.) An explanation of the conference planning process is followed by a program overview which lists presentation schedules, topics, and presentors. Revised scripts are included for the five synchronized slide/tape presentations which developed the conference theme and served as the basis for working sessions: (1) Leadership Development: What/Why Is a Leader? (2) Management Planning: Getting from Here to There; (3) Assessing Needs: Where Are We and Where Are We Going? (4) Setting Priorities: Putting First Things First; and (5) Human Relations: Working With and Through People. A listing of organization issues and priorities identified in working sessions is provided, as well as a summary of the guidelines for functional operational areas of affiliate management, which were developed by eight task forces as the first step in the development of formal procedural manuals. Eight conference resolutions, results of the conference evaluation, and a list of names and addresses of conference participants complete the report. (LMM)

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MEDIA LEADERSHIP: Back to Basics

SUMMARY REPORT

9th Annual

Southeastern Regional Media Leadership Conference

February 8-10, 1978

Atlanta, Georgia

Dr Gene L. Wilkinson, editor

Department of Educational Media and Librarianship
College of Education
University of Georgia
Athens

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SRMLC Council

The Southeastern Regional Leadership Conference is the major event conducted by the Southeastern Regional Media Leadership Council. The Council consists of two representatives from each of the ten states and territories in AECT Regions III and IV, the Regional Coordinators, two representatives of industry, and the officers elected from the Council membership. The purposes of the Council are:

(1) to strengthen the role of the individual state AECT affiliates within the Southeastern region;

(2) to seek positive change in the nature and status of instructional technology as it exists within the Southeast;

(3) to provide opportunities for the training and development of leadership for both the region and the individual affiliates; and

(4) to provide opportunities for the exchange of information and experience among those who attend the conference.

The officers and membership of the 1977-1978 Council are:

Director:	Gene L. Wilkinson
Director-Elect:	David Jenkins
Past Director:	Richard A. Cornell
Secretary:	Mable Sager
Treasurer:	Tom Bradley

Alabama Representatives:	Ella McCain	Marjorie Hamm
Florida Representatives:	Tony Logan	Howard Johnson
Georgia Representatives:	Jack Bennett	Robert Dean
Maryland Representatives:	Irene Hilderbrandt	Celeste Smalkin
Mississippi Representatives:	Burl Hunt	Sue Eyrich
North Carolina Representatives:	Harry Cook	Beaufort Bailey
Puerto Rico Representatives:	Jose Solis	Carmen Diaz Vizcarrordo
South Carolina Representatives:	Ann Shaver	Lela Grace Cooper
Tennessee Representatives:	Bill Brose	Al Grant
Virginia Representatives:	Beverly Bagen	Dale Brown
AECT Regional Coordinators:	Richard Predmore	Gene L. Wilkinson
Industry Representatives:	Wayne T. McClure	Monard G. Sanford

CONFERENCE PLANNING

Planning for the 1978 SRMLC Leadership Conference began prior to the 1977 meeting in Nashville. A list of 32 possible conference topics, derived from the divisions and standing committees of AECT as well as topics presented at previous SRMLC conferences, was prepared. The list of topics was used to generate a matched/pairs survey instrument. Each topic was paired with each other topic. The survey forms were distributed at the conference in Nashville and each member of the Council was asked to circle the item in each pair that they would prefer to see covered in the 1978 meeting. The number of times that each item was circled was counted to give the over-all rank and the weight attached to each of the potential conference topics. The same sort of survey was conducted for 14 possible aspects of conference format/schedule. The results of the survey, which are presented below, were used to shape the program for the 1978 conference:

Rank and weight of possible topics:

Rank	Weight	
1	307	Affiliate activities and planning
2	299	Leadership development
3	239	Media program management
4	237	Inter-personal skill development
5	235	Cost-effectiveness of media
6	210	Implementing program standards
7	205	Regional level media programs
	205	Materials design and production
9	195	Certification
	195	Co-ordination with other organizations
11	193	Relations with media industry
12	189	Program evaluation
13	187	Higher education program standards
14	182	Accreditation
15	179	Merger with other organizations
16	168	Instructional development
17	158	Building level media programs
18	157	Continuing education
19	156	Competency-based movement
20	153	Governmental relations
21	152	Decision oriented research
22	151	Materials evaluation
23	150	Equipment standards
24	139	Telecommunications
25	136	Visual literacy
26	131	Information systems
27	121	Copyright: users viewpoint
28	115	Intellectual freedom
29	101	Media in open education
30	100	Affirmative action
31	77	Media in special education
32	44	Metrication

Rank and weight of possible format items:

Rank	Weight	
1	146	Development of leadership skills
2	115	Focus on affiliate problems
3	100	Experience sharing by participants
4	86	A conference publication
5	82	Product for use at the state level
6	82	Presentations by experts
7	71	Focus on general problems
8	62	Hands-on experiences
9	59	Study trips
10	54	Product for use by local institutions
11	47	Highly structured
12	40	Low registration fee
13	34	Mid-conference recovery break
14	10	Loosely organized

PROGRAM OVERVIEW

9th ANNUAL SOUTHEASTERN REGIONAL MEDIA LEADERSHIP CONFERENCE

February 8-10, 1978

Eastman Kodak Training Facility and Royal Coach Inn
Atlanta, Georgia

Wednesday, February 8, 1978

11:00am to 6:00pm ..... REGISTRATION, *Lobby of Royal Coach Inn*

1:30pm to 5:00pm ..... TOPICAL STUDY TOURS, *Departure will be by car pool from the west side of Commerce Street at 1:30pm sharp. Each car will be marked with a sign indicating its destination. Tour topics include:*

- Building Level Programs
- Broadcast ETV
- Junior Colleges
- Display Media Applications
- Industrial Training Applications

5:00pm to 6:00pm ..... COUNCIL MEETING, *Royal Coach Inn, King Henry Room*

6:00pm to 7:00pm ..... SOCIAL HOUR/CASH BAR, *Royal Coach Inn, Castle Room I*

7:00pm ..... KICK-OFF BANQUET, *Royal Coach Inn, Castle Room I*

7:45pm ..... FIRST GENERAL SESSION, *Royal Coach Inn, Castle Room I*

Presiding: Dr. Jack Bennett, President of Georgia Association for Instructional Technology, SRMLC Council Member

- "Welcome to Georgia" MULTI-MEDIA PRESENTATION produced by Dr. Hugh Gardner, Department of Educational Media, University of Georgia
- AECT Greetings: Charles Van Horn, AECT Director of Affiliate Relations
- FEATURED SPEAKER: Dr. Marie McMahan, President-Elect of AECT, Kent State University, Kent, Ohio

THURSDAY, February 9, 1978 *(Except as noted, all remaining Conference activities will take place in the Eastman Kodak Training Facility.)*

8:00am to 8:30am ..... COFFEE & DONUTS, *Lobby*

8:30am ..... SECOND GENERAL SESSION, *Multi-Purpose Room*

Presiding: Dr. Gene Wilkinson, Director of SRMLC

- WELCOME FROM KODAK: Mr. Edward M. Warnecke
- MEDIA PRESENTATION: *"LEADERSHIP DEVELOPMENT: What/Why is a Leader?"*

discussion

- MEDIA PRESENTATION: "MANAGEMENT PLANNING: Getting From Here to There"

discussion

- MEDIA PRESENTATION: "ASSESSING NEEDS: Where Are We & Where Are We Going?"
- TASK ORIENTATION

9:45am ..... COFFEE BREAK

10:00am ..... APPLICATION EXERCISE: At this point there will be a break-out session during which each state delegation will identify the major issues/problems that must be faced at the state, regional, and national levels within the field of media and possible courses of action to be taken within each problem area. State lists will be kept within the delegations. Regional and national lists will be turned over to a representative of the Council for consolidation into a common listing of issues and alternative courses of action.

12:00 to 1:00pm ..... LUNCH

1:00pm ..... THIRD GENERAL SESSION

- MEDIA PRESENTATION: "SETTING PRIORITIES: Putting First Things First"
- TASK ORIENTATION

1:30pm ..... APPLICATION EXERCISE: Break-out session by states. Each delegation will be provided with copies of the consolidated list of regional and national issues and alternatives from the morning session. Each individual, following group discussion, is to rank the issues and also rank the alternatives within each issue. The individual rankings will be consolidated to produce an over-all ranked list of issues and alternatives which will serve as input to the Conference Resolutions Committee.

Each state will select one of its delegates to serve on the Resolutions Committee and also delegates to serve on each of the Functional Task Forces during the next session.

After the common elements of the exercise are completed, the delegates may either develop plans for the local affiliate based on the state issues developed earlier or they may join in the group discussion of leadership propositions based on the morning media presentation.

3:30pm to 3:45 ..... COKE BREAK

3:45pm..... FOURTH GENERAL SESSION

- TASK ORIENTATION: "FUNCTIONAL GUIDELINES: Blue Prints for Action"
- WORK SESSION: The purpose of this session will be to develop general guidelines for the conduct of the various functions carried out by a state organization which can be carried back to the states for adaptation to their local needs.

6:30pm ..... DINNER THEATER PARTY: Sandra Dee starring in "Love in E Flat" at the Harlequin Dinner Theater. Car pools will depart from the Royal Coach Parking Lot promptly at 6:30.

FRIDAY, February 10, 1978

7:30am to 8:30am ..... COUNCIL MEETING, Multi-Purpose Room

8:00am to 8:30am ..... COFFEE & DONUTS

8:30am ..... FIFTH GENERAL SESSION

- MEDIA PRESENTATION: "HUMAN RELATIONS: Working With and Through People"

- APPLICATION EXERCISE: *Break-out in random groups to analyze case studies of organizational problem situations.*
- *Functional Task Forces and/or state delegations which need additional time to complete their assignments/state action plans may use this time block for these activities.*

10:00am to 10:30am ..... COFFEE BREAK

10:30am ..... OPEN COUNCIL MEETING

Presiding: Dr. David Jenkins, 1978-1979 Director of SRMLC

- Announcement of 1978-1979 Officers of the Council
- Announcement of site and date for 1979 Conference
- Presentation, discussion, and adoption of the Resolutions Committee Report

12 noon ..... CONFERENCE ADJOURNMENT

Acknowledgements

The following individuals have put in many hours of work and fully deserve the credit for making the 1978 Southeastern Regional Media Leadership Conference the success that it has been:

Conference Co-Chairman for Arrangements:	Robert Dean
Conference Treasurer:	Jerry Sparks
Hospitality:	Ann Moore
Liaison with Kodak:	Lynda Thomas
Registration:	Dutchie Riggsby Jerry Mock
Tours:	Jack Bennett Rebecca Halyard Dale Johnson LuAnne Schwarz Jay Harriman
Conference Staff:	Robert Hart James Hurt Joan Maki

Finally, I would like to express my personal appreciation to Mr. Ed Warnecke and the staff of the Eastman Kodak Company both for providing the facilities and refreshments for this meeting and for their long and able support of the activities and the mission of the Southeastern Regional Media Leadership Council.

Bruce L. Wilkinson
Conference Co-Chairman

MEDIA Presentations

One of the major program elements of the Conference was a series of 5 slide/tape presentations which developed the Conference theme. At the suggestion of a number of participants, these programs have been revised and are currently being evaluated by the Association for Educational Communications and Technology for possible national distribution. The programs in the series are:

LEADERSHIP DEVELOPMENT: What/Why Is a Leader?, synchronized slide/tape presentation, 72 slides, 10.5 minutes, color.

MANAGEMENT PLANNING: Getting From here to There, synchronized slide/tape presentation, 80 slides, 12.5 minutes, color

ASSESSING NEEDS: Where Are We and Where Are We Going?, synchronized slide/tape presentation, 78 slides, 8.5 minutes, color.

SETTING PRIORITIES: Putting First Things First, synchronized slide/tape presentation, 56 slides, 6.5 minutes, color.

HUMAN RELATIONS: Working With and Through People, synchronized slide/tape presentation, 80 slides, 9 minutes, color.

The programs were developed through the efforts of a number of students and staff of the Department of Educational Media and Librarianship, College of Education, University of Georgia, Athens. Specific areas of responsibility were:

AUDIO:	Robert C. Hart
GRAPHIC DESIGN:	Gene L. Wilkinson
PHOTOGRAPHY:	James E. Hurt
PRODUCTION ASSISTANCE:	Joan M. Maki
	Richard G. Priem

At the request of Conference participants, the revised scripts for the individual programs are reproduced on the following pages.

LEADERSHIP DEVELOPMENT: *What/Why is a Leader?*

by Gene L. Wilkinson and Robert C. Hart

What is a leader?
Why is a leader?
Where is a leader?
Who is a leader?
I'm a leader.
My background made me a leader.
If I bought the yarn, would it make me one?
I NEED a leader!

Since the beginning, mankind has needed leaders....

leaders in government....

in science....

in the arts....

in business....

in the field of media....

in all aspects of human behavior.

Along with the need for leadership has been an interest in the act of leading, the qualities of leaders, and how leaders grow and develop.

A number of theories dealing with leadership have been proposed.

The great man theory held that some individuals, through innate talents or instincts, are born to lead.

However, such theories didn't take into consideration the effects of environment on the development of innate skills.

Others felt that potential leaders could be identified by means of physical, intellectual, and personality traits.

However, no single trait, or group of traits, was found to be either necessary or sufficient to account for the emergence of a leader.

The situational theory suggest that the job, or circumstances, makes the man.

However, two different individuals who are in similar leadership situations may have different degrees of success.

Recent theories are actually combinations of older theories.

The behavioral approach looks at the behavior exhibited by the leader in specific situations.

The functional approach looks at leadership as a function of group processes.

In spite of different theories, there is general agreement on the definition of leadership. It is the process of influencing people, individually and in groups, to effectively accomplish organizational goals.

From the multitude of studies and writing dealing with leader behavior, Alfonso, Firth, and Neville, in their book, Instructional Supervision: A Behavior System, found it possible to state twenty-one propositions concerning leadership.

PROPOSITION ONE: Successful leadership cannot be predicated by known personality traits or patterns of personality traits.

PROPOSITION TWO: Characteristics of successful leaders are related to specific situations and the needs of specific groups.

PROPOSITION THREE: Chances of success are increased if the leader maintains a degree of psychological distance from subordinates.

PROPOSITION FOUR: Different styles of leadership have different effects on group behavior.

Leadership styles vary in regard to the use of authority and freedom within the organization. such distinctions fall on a continuum--from leader behavior which is authoritarian to that which is democratic--from a concern with task structure to a concern with personal relationships--what McGregor identifies as theory "X" and theory "Y".

At one extreme on the continuum, the leader is highly concerned with productivity--the task to be achieved.

The leader makes decisions and announces them to the group.

At the other extreme, the major concern is for personal relationships and satisfaction.

Decisions are made through group processes and democratic procedures.

No leadership style is purely authoritarian or purely democratic. Most styles of leadership can be placed on a grid of management behavior, as determined by the leader's degree of concern for both the task to be achieved and the personal relationships and satisfaction of individuals involved in the organization.

Areas on such a grid can be labeled to categorize different leadership styles. "Impoverished" has low concern for both people and task. the "team" approach is highly concerned for both individuals and the job. Similar descriptive labels can be applied to other areas on the grid.

Tom Miller, in an AVI article, has applied the same sort of grid analysis to school media centers.

Examples of both successful and unsuccessful leadership can be found at all points on the grid, however....

PROPOSITION FIVE: Leadership will be more effective if the needs of both people and the task are taken into consideration.

PROPOSITION SIX: A leader needs to know his own orientation and plan his activities accordingly.

Groups, as well as leaders, have preferred leadership styles and needs.

PROPOSITION SEVEN: Leadership is more effective when group needs and leadership style are matched.

PROPOSITION EIGHT: Leaders are more effective when they allow for the emergence of leadership from within the group.

PROPOSITION NINE: Those affected by a decision should be allowed to help make the decision.

PROPOSITION TEN: Effective leaders recognize that the behavior of subordinates reflects the behavior of the leader.

PROPOSITION ELEVEN: If the leader is aware of his own values and of the nature, ability, and perceptions of the group, he will be more effective. Therefore, a careful assessment of the leader's values and of the group's nature, abilities, and perceptions should result in more effective leadership.

PROPOSITION TWELVE: Leadership is more accepted when the leader has status and power within the group.

PROPOSITION THIRTEEN: Esteem contributes to the possibility of successful leadership and successful leadership enhances the leader's esteem.

PROPOSITION FOURTEEN: The success of leadership attempts are partially determined by conditions at a particular time.

PROPOSITION FIFTEEN: Leadership emerges from within a group when a member meets the needs of the group or when the formal leader does not perform as expected by the group.

PROPOSITION SIXTEEN: A leader will be perceived as effective by the group if they see him as meeting their needs.

PROPOSITION SEVENTEEN: Successful leaders realize that their performance is perceived and evaluated differently by different individuals.

PROPOSITION EIGHTEEN: Effective leadership is a function of the inter-relationship of factors within the organization.

PROPOSITION NINETEEN: Leadership will be more effective if the organization provides conditions that support leadership.

PROPOSITION TWENTY: In order to be effective, leaders must plan on the basis of an analysis of both the task and the organization. An analysis of the task to be performed and the organization which is to carry out the task is an integral part of planning which is the foundation of effective leadership.

PROPOSITION TWENTY-ONE: The chances of effective leadership are increased through the provision of rewards and satisfaction for subordinates.

In order to test these twenty-one propositions, the potential leader needs knowledge and skill in two major areas....

the process of management....

and human relations.

With such knowledge and skills, leadership will be more effective and should lead to the attainment of organizational goals.

MANAGEMENT PLANNING: *Getting from Here to There.*

by Gene L. Wilkinson

"Effective leadership requires knowledge and skill in the management process and in human relations." Easy to say, but what about attainment? Let's join a planning committee as they plan the program for a leadership workshop....

1: *Well, that's the tentative program. How's it look to you?*

2: *Very nice, but I don't see how it's going to help us get anything going back home.*

Theory's fine at a conference or in an article, but what we need is action.

1: *OK, but action without planning, even if it is based on theory, is worse than no action at all.*

Leaders, in any situation, don't just lead, they lead toward objectives.

To be effective, they need to be familiar with the process of management and have some basic management skills.

3: *But didn't most of us pick those up in the basic media administration classes?*

1: *Maybe, but I doubt it. Those courses usually give us procedures and patterns to follow. They produce administrators, not managers.*

3: *What's the difference? Aren't managers and administrators the same thing?*

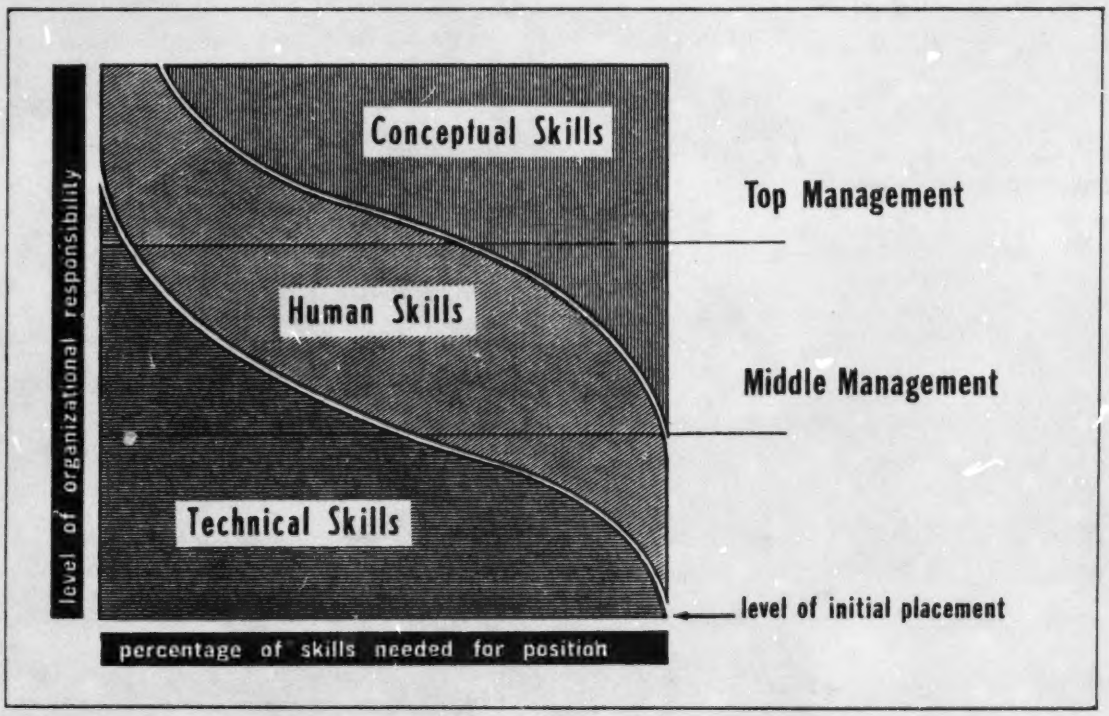
1: *Not the way I use the terms. An administrator follows set procedures--enforces the rules.*

To be a manager, a person must have and be able to apply a variety of skills.

At the lowest level are the technical skills--the ability to set up normal operations and procedures. These are the skills which we need to get and keep our first positions in the media field. With these skills, we can be competent administrators.

But if we want to be managers, we must add human skills, the ability to direct and interact with other individuals in a positive manner,

and conceptual skills, which enable us to see the organization as a part of its total environment--to identify problems, issues,



and opportunities, and to form plans of action to meet such opportunities.

As an individual moves from a low position to a high position in any organization, be it an educational institution, government agency, or association, the human and conceptual skills become more and more critical.

Which is why I feel it is important to spend some time looking at the process of management in the conference.

* * * * * *

Management is the working with and through individuals and groups to accomplish organizational goals.

In any organization, the process of management involves four basic functions. These are....

PLANNING: The setting of goals and objectives for the organization--developing guidelines for the achievement of goals and objectives.

Planning is concerned with question of who, does what, when, where, how, and most importantly why?

Once plans are made, the function of ORGANIZING can take place.

Men, machines, materials, and money are all brought together in the most effective way to accomplish the goals.

The third aspect of management is MOTIVATION. Getting individuals and groups to work together productively is a key management function.

Proper motivation can have a major effect on the levels of performance of individuals within a group. Typically individuals only produce from 20 to 30 percent of their possible level of performance. Effective motivation can increase performance up to 90 percent of potential.

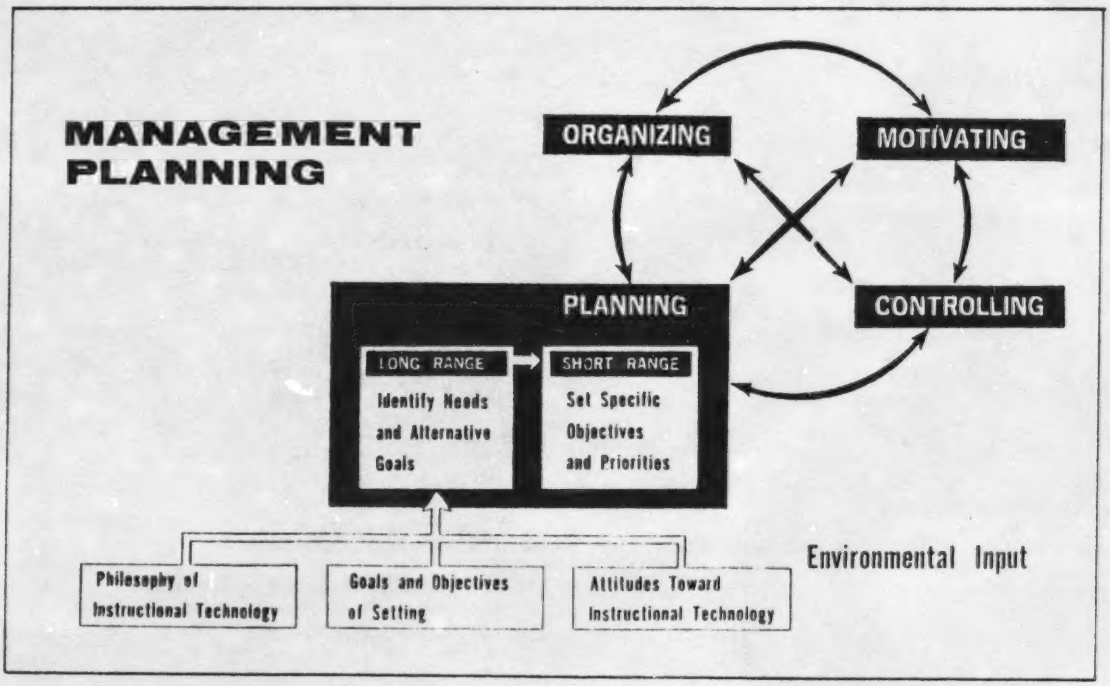
The final management function, CONTROLLING, is concerned with the measurement and evaluation of organizational performance.

Actual levels of performance are compared to the expected levels of performance. Deviations from the expectation leads to the adjustment of organizational activities until performance matches expectation.

Even though management functions can be stated as separate entities, in practice they are interrelated and occur simultaneously.

Organizational behavior is goal oriented. Whether such goals are explicitly stated or implicit in the actions of the organization. Goals define both where the organization is and where it hopes to go.

Organizational effectiveness is determined by the degree of goal attainment. General organizational goals, however, are not the only factor influencing performance.



The leadership, or managers, of organizations have personal goals, as do the members of the organization. These serve to moderate the organization's accomplishments.

When individual goals and organizational goals are in conflict, there is little, if any, progress toward goal attainment.

When the goals of leaders, members, and the organization are integrated, success is much more likely. A number of complex planning strategies have been developed to help insure goal compatibility and to assist in goal attainment. Among these strategies are....

PPBS--Program Planning and Budgeting System,

PERT--Program Evaluation and Review Technique,

Management By Objectives,

and various systems analysis techniques.

All of these strategies deal with at least two aspects of organizational goals....

LONG RANGE goal setting is concerned with identifying areas where needs exist and alternative goals for the organization within the areas of need.

SHORT RANGE activities are focused on the establishment of specific objectives and priorities for achieving the objectives.

Just as organizations do not exist in a vacuum, goal setting does not take place in a vacuum.

It is carried out within the context of the personalities and expectations of the members and leaders of the group, of other groups and institutions within the society, and of the general public.

The goals of media organizations are affected by a number of specific environmental factors--such as a concept of the place of technology in education.

Such concepts are based on the personal feelings of the individuals concerned and on general statements of definition and philosophy.

A second specific environmental concern is the general goals and objectives of the organizational context within which the media organization exists.

School boards, administrators, and legislatures are concerned not only with having the best and most effective job done but also with economics--what is the most efficient method?

A third area of concern is the attitudes toward instructional technology which exist within both the job setting and the general environment.

Attitudes toward media should be assessed and a decision made to either adapt the goals of the organization to these attitudes or to attempt to modify the attitudes.

In either case, the environment has a direct input to both the setting of long range goals and the determination of short range priorities.

The planning process is complete when such goals and objectives have been turned into a blueprint or map for action. But just having a strategy of attack is not enough. The plan must be carefully drawn out and evaluated before it is implemented.

The current strategy needs to be identified and described.

A number of questions need to be asked concerning the plan. Is it consistent internally?

If not, the plan will need to be revised. If there is internal consistency, it is necessary to move on to other concerns.

For example, external consistency--is the proposed strategy consistent with the needs and requirements of the organization's environment? Is it compatible with existing attitudes?

Is it consistent with the resources--money, personnel, facilities--that are available to implement the plan?

Is there a high probability of successfully achieving the goals that have been set, or is success doubtful?

Has a time table, with a projection of when key events should occur, been worked out for the proposed plan of action?

From a practical, realistic point of view, <u>can</u> the strategy be implemented? If the answer to this question is yes....

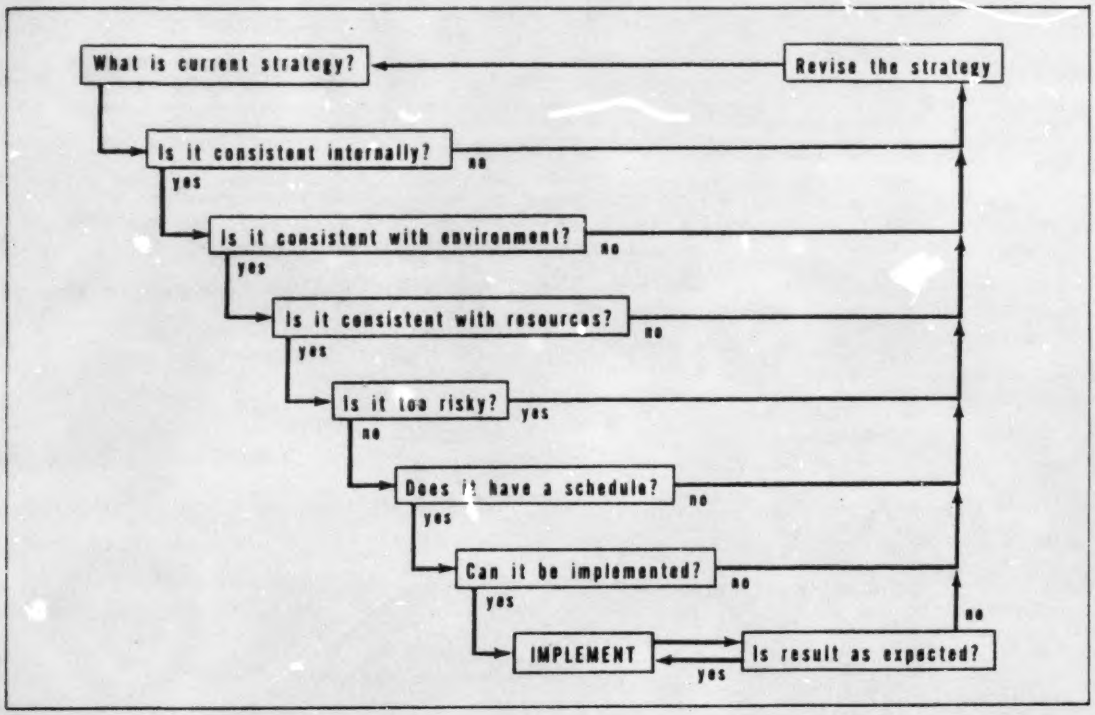
the strategy should be implemented.

But a constant check of actual progress against projected target levels and the time table must be maintained.

Careful attention to all aspects of the management process should help to make media organizations more effective and productive. However, the key function is planning.

Planning involves both the identification of long range needs and goals and the setting of specific short range objectives and priorities. Planning does not, however, take place in isolation. It must be based on input from the environment of the organization.

There must be consideration for the aspirations of instructional technology as an independent field, for the existing attitudes toward media and technology within the environment.



* * * * * *

1: Well, does that make my point more clearly?

2: It's still too theoretical, people want practical applications--not pie in the sky.

4: Right!

5: You said it.

3: Well, I think it's a good program.

1: What do you suggest we do to make it more practical?

2: How about if we were to go through some applied exercises in goal setting rather than just talking about it?

(murmurs of approval)

1: Looks like the rest of the group agrees. Why don't you work up some specific suggestions for our next meeting?

* * * * * *

Management is a goal-oriented process which is based on planning--planning which takes into consideration not just the goals of the manager, but also the goals of clients and subordinates within the organization. This concern for the needs of the total organization and its environment makes the task of goal setting much more complex than most individuals realize. A fact which will become clear to our group at their next meeting.

ASSESSING NEEDS: *Where Are We.... and Where Are We Going?*

by Gene L. Wilkinson

1: What did you come up with that we can use as an exercise in goal setting?

2: Well, I did some checking around and found a number of references to goal setting techniques.

Many of these are too complex and theoretical to be used in a conference....

but I've been able to pull out some common concepts which might serve as the basis of a practical exercise.

In most of the processes I've looked at, goals are related to needs.

3: You mean like, we need to have a regular newsletter?

2: No, a newsletter is not a need--it's a means of filling a need.

3: Well then, what's a need?

2: Let's look at it graphically. A need can be defined as a gap between two precisely defined states.

We need to define the current status of the group or organization....

and what we would like the group to be at some point in the future.

The gap between these two definitions is a need which must be meet.

With needs established, goals can be set for the organization.

To be truly useful, both the "what is" and the "what should be" must be precisely defined.

The definitions should include a statement of what the current action is and what it should be....

who is performing the action....

under what conditions they are performing, and with what criteria of measurement for the performance.

3: That sounds a lot like a behavioral objective.

2: Yes, but actually it's like writing two objectives--one for the current state and one for the desired state.

1: Wouldn't the definitions vary with different groups within the organization?

2: Yes, any organization is a partnership of a number of different groups.

The leaders (or managers) of the group, their subordinates, their clients, and the general public all see the goals of the organization in a different light.

As we have already seen, there needs to be agreement over goals for the organization to be effective.

A number of strategies have been developed to reach agreement on goals.

However, most of these are too complex to be used effectively in a conference situation.

1: Are you saying that we can't do an applied exercise during the conference?

2: No, but we'll have to work on the basis of felt needs rather than verified needs.

4: What's the difference between felt needs and verified needs?

2: Felt needs are those areas which can be identified as possible problem areas by those who are familiar with the organization that is being examined.

Verified needs are the problem areas that remain after felt needs have been examined to see if they are problems in fact, and not just superficial observations.

4: How does one go about verifying needs?

2: There's a number of highly sophisticated techniques which could be used....

but I've been able to pull out some simple suggestions.

One of the first techniques, and one which we should all use constantly on a systematic basis, is observation....

observation of what goes on in the classroom: how media is used, how it is not used, when it is not used....

observation of what happens in the media center: who is served, how they are served, are they satisfied....

observation of how we as individuals function in our own job operations....

observation of our professional groups: how we interract as individuals.

A second useful technique is that of interviews.

These can be handled in a number of ways--informally over a cup of coffee....

or in a more formal, structured situation, with both supervisors and with clients.

To be useful, such interviews need to be carefully planned--both in terms of what is asked and who is interviewed.

Another way to establish the validity of felt needs is through an examination of records and formal reports.

Recommendations that are based on actual data will carry considerably more weight with decision makers....

and will simplify the process of evaluating the achievement of goals.

A fourth method of verifying needs is through the use of questionnaires and checklists.

The forms that are to be used must be carefully designed to get the information that you want.

They need to be short, clear, and to the point.

If it is too long or too complicated....

you won't get the information that you need.

Another way of determining needs is through the use of policy statements and established standards.

Standards which can be used have been developed by national organizations and by both regional and state groups.

Local policy manuals and courses of study also provide evidence of possible needs.

A sixth procedure is through the systematic examination of similar organizations or institutions.

Insights can be gained by means of tours and field trips....

the study of published documents and articles in professional journals....

or through the exchange of ideas and experiences during conferences and conventions.

A final possible procedure is the use of consultants--of expert opinion.

1: This has been interesting, but I wonder about the practicality in a conference setting.

If I understand you properly, needs are descriptions of the difference between where we are and where we want to go....

they are stated precisely, in terms of actions, performers, conditions, and criteria....

they differ with different groups--both within and outside the organization....

and they must be verified on the basis of documentary evidence.

It sounds pretty complicated. Can we do it?

2: No, we can't do the whole thing, but we can make a start.

We're going to have a cross section of the leadership in media here for the conference, let's use them.

We can break the group down into small sections, where discussion will be easier.

Each group, through the use of brainstorming techniques, will come up with a listing of major problem areas that can be identified from their own point of reference.

The group listing can then be combined to come up with an overall listing of felt needs.

The participants could then be asked to draw up a plan of the actions which they would need to carry out in order to verify the felt needs.

1: Sounds good.

4: Should work.

3: And we'll have something solid to bring home from the meeting.

1: Looks like we agree with the idea. Why don't you work up the forms and procedures that we'll need to use.

SETTING PRIORITIES: *Putting First Things First!*

by Gene L. Wilkinson

At the last meeting of our planning group there was a lot of excitement about drawing up a list of felt needs.

Since the meeting, some members of the committee have been having second thoughts.

Let's see what the problem is and what can be done about it....

3: *This needs assessment thing is just not going to work. We're going to end up with nothing more than a laundry list of problem areas.*

1: *Isn't that a step in the right direction?*

3: *Sure, if anything is done with it.*

But do you have any idea of the time and effort that will go into just planning the verification process--let alone doing it?

For this exercise to be useful, it must be more practical.

1: *What do you mean by practical?*

3: *Just what we've been saying about planning all along.*

Organizations exist within the context of an environment....

and this environment acts to limit the goals we seek and the alternatives that we can use to reach our goals.

We have to live with a number of constraints which, in practical situations, limit our options.

TECHNOLOGICAL CONSTRAINTS--the limits set by what the current technology is able to do.

POLICY CONSTRAINTS--limits set by decisions made by superior decision makers, such as school boards or legislative assemblies.

POLITICAL CONSTRAINTS--limits imposed or thought to be imposed by political conditions--what will be accepted by the public.

ORGANIZATIONAL or LEGAL CONSTRAINTS--limits set by the division of powers, interests, rights, and responsibilities among institutional entities.

RESOURCE CONSTRAINTS--limits imposed by the unavailability of one or more resources needed to get the job done.

TARGET CONSTRAINTS--limits caused by a prior commitment to achieve a particular goal or level of achievement.

And finally, IMAGINARY CONSTRAINTS--the inability or unwillingness of individuals to consider alternatives that are outside of their personal experience.

So you see, we're going to come up with a long list of goodies that we want....

but if we don't take into consideration the question of what can we get done....

and set some priorities, we just aren't being practical.

1: *If you feel that way, why don't you work up some suggestions for Friday's meeting?*

3: *OK, but I feel that if we want.....*

* * * * * *

3: *So, if we want to have any effect on the conference, we must narrow the options down to a few key needs....*

focus our efforts and energy on these, and attempt to have some real impact on the field.

2: *That sounds reasonable, but people aren't always reasonable.*

How can we agree on the major focus when everyone at the meeting will have different priorities?

3: *There are two basic ways to determine priorities systematically--rank/order and matched pairs.*

In the rank/order method, a listing of possible goals or problem areas is prepared....

and each evaluator ranks the alternatives in the order of importance, one being the most important.

The rankings for all of the evaluators are then added together to give a total point value for each of the alternatives....

which can be used to determine the overall rankings or priorities which should be assigned to the items.

This is the simplest system and works very well when there is only a limited number of alternatives to consider.

However, when you are ranking a larger number of alternatives, it is hard to keep track of all the items.

The matched pairs method is used to overcome this problem.

In this method, each alternative is paired with each of the other alternatives.

The evaluator circles the item in each pair that he considers to be the most important.

The overall weight for each alternative is determined by counting each time that the alternative is circled.

The total points for each item determines it's rank and the priority which should be assigned to it.

The matched pairs technique has the added advantage of being more sensitive to the evaluators' true preferences since they are forced to compare each alternative to each of the others.

1: They both look pretty good. Which do you think we should use?

3: Well, I prefer the matched pairs technique--but it takes too long to set up the forms. Rank/order will be more practical this time.

We can have each group come up with a ranking for the problem areas....

the group ratings can then be added together to come up with an overall ranking of the felt needs.

Then we can concentrate on drawing up verification plans for just the highest ranked needs.

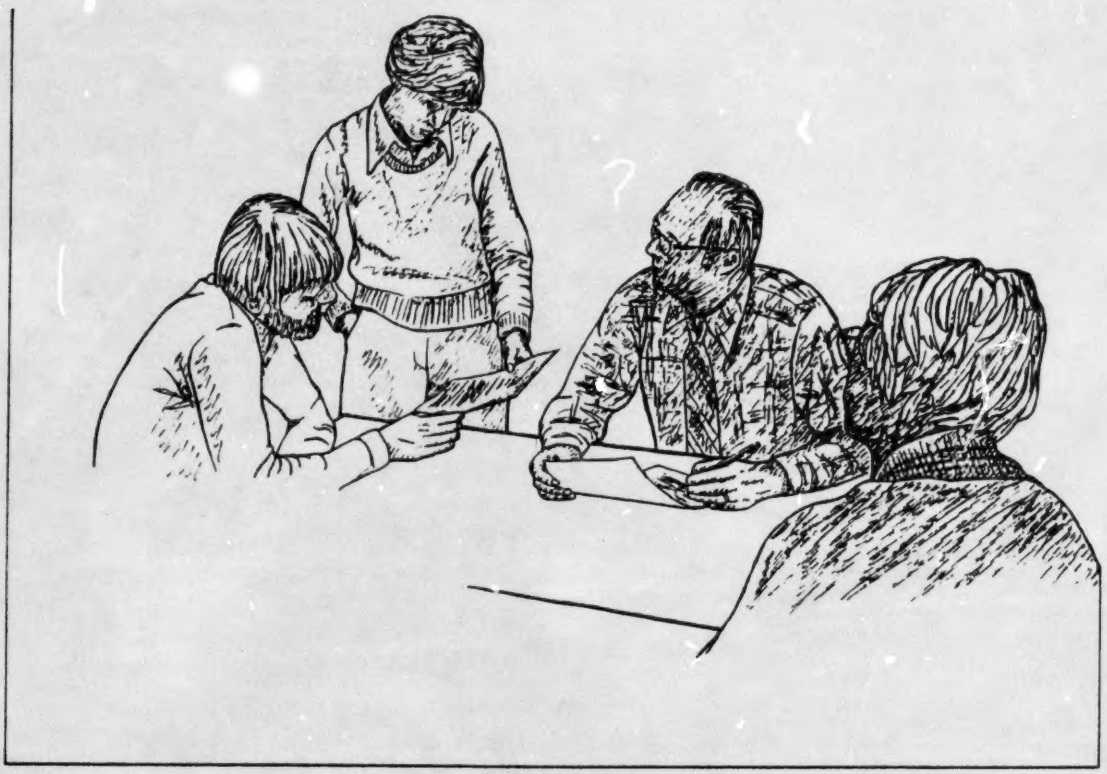
1: Will it work?

4: Sure.

5: Why not?

2: Sounds good to me.

1: OK, let's go with it.



HUMAN RELATIONS: *Woking With.... and Through People.*

by Gene L. Wilkinson and James E. Hurt

Man is social.

He meets.

He interacts.

He forms relationships--mother and child....

brother and sister....

families....

friends....

schoolmates.

Constantly growing....

constantly changing....

our circle of relationships grow with us.

Working with others is an essential skill.

Everyone does it....

everyone understands it....

everyone can do it....

or can they?

* * * * * *

This is Mr. Robert Jones. Mr. Jones is head of a small media department.

Mr. Jones and his boss think that he is a good leader.

His department turns out more, and better, work than any other in the institution.

He's really concerned with the tasks to be performed.

Yet, people consider Jones hard to work for. Let's see if we can find out why.

He has called a departmental meeting. Let's watch him in action.....

J: Where's Thompson?

Why can't she be on time? Doesn't she have any consideration for others?

T: Sorry I'm late.

J: You should be. We've wasted 15 minutes waiting for you. Where were you?

T: Taking that material that you gave me to the printers. I just got back.

J: Oh....Well, it seems like you're never on time. You're going to have to try harder. Now, let's get on with the meeting....

T: ....How do you like that. I go out of my way to get a job done, and all he can do is blow his stack.

I wish he could see how he really looks when he carries on like that. Doesn't he have any self control?

Besides, he didn't have to embarrass me in front of everybody like that. After all, I've got feelings too.

Well, we can see why one person's upset.

How might Mr. Jones have handled his problem with Ms. Thompson without causing hard feelings? STOP THE TAPE while you discuss the alternatives among yourselves. When you reach agreement on a course of action, restart the tape.

* * * * * *

Working effectively with others requires concern for more than just the tasks at hand. It requires a concern for the feelings, needs, and attitudes of other individuals in the work situation.

In dealing with people, there are some simple, basic "dos" and "don'ts" which should make the task easier:

H	*have self-control*
U	*understand the viewpoint of others*
M	*make other's interest your own*
A	*admit when you're wrong*
N	*never make promises you can't keep*
R	*reason — don't argue*
E	*explain thoroughly*
L	*lead — don't drive*
A	*avoid snap judgements*
T	*take care of little things*
I	*inform others of changes affecting them*
O	*observe and listen with understanding*
N	*never criticize in public*
S	*stress rewards*

Human relations is more than just knowing a list of "dos" and "don'ts". They must be understood--and put into practice. Let's check on our understanding as we watch Mr. Jones later that same day....

J: *....so we need to come up with a proposal if we want some of that money. Pull something together for me by Friday.*

G: *OK. What approach should I take?*

J: *It's all in the guidelines. Brenda will give you a copy.*

G: *But....*

J: *Don't worry, it shouldn't be too hard.... and I'll check it over before we send it in. Well, I've got to...*

G: *I wish he'd explain just what he wants.*

STOP THE TAPE and discuss how Mr. Jones could have handled the assignment. When you are finished, restart the tape.

* * * * * *

Before leaving for the day, Mr. Jones has one last stop to make....

J: *Dan, have you worked up any recent figures on equipment maintenance?*

D: *No. Why?*

J: *Well, I told you I'd need them for budget preparation. You said there'd be no problems.*

D: *But you told me I could have until next week.*

J: *I wouldn't have said that. You must have misunderstood. You'll just have to stay late tonight and....*

D: *How about that? He makes the mistake and I have to work late.*

Just once I'd like to hear him admit that he was wrong.

Just one more happy, productive worker.

Mr. Jones seems hopeless, but he is productive and he is concerned. But, he needs to open his concern to more than just the job.

With a conscious effort, a change is possible.

J: *Well, here's the situation. I want to know what you think should be done.*

ISSUES and PRIORITIES

One of the major activities of the Conference was a series of exercises which sought to identify and assign priorities to the major issues/problem areas facing both the state and the national organizations and to identify and rank possible courses of action within each of these problem areas. The participants were divided into 10 working groups. Each group produced a listing of major problem areas and courses of action. The lists were turned over to the Conference staff which consolidated the group lists into a single listing of 11 problem areas with from 2 to 13 possible courses of action within each area. The consolidated list was typed up and duplicated so that each participant could receive a copy. The participants were asked to first rank/order the problem areas in terms of their personal perception of the importance of the area. Then they were asked to rank/order the alternative courses of action within each area in terms of their perception of the feasibility and probable success of the strategy. The individual rankings were turned over to the Conference staff which added together the numerical values of the rankings assigned to each item to give an overall point value for each item. These values determined the overall priority of both problem areas and alternative strategies--the lowest total point value being the highest rated item. The final results of the exercise are presented below.

1 IMPROVE THE PUBLIC IMAGE AND ACCEPTANCE OF "MEDIA" AND THE ROLE OF THE MEDIA PROFESSIONAL AS AN INTEGRAL PART OF OUR EDUCATIONAL SYSTEM (127)

2 DEVELOPMENT OF EFFECTIVE PROGRAMS FOR STATE MEETINGS (154)

Mix national, state, and local people for program (116)

Variety of activities to meet diverse interest groups (142)

Planning committee is made up from regional groups and elected representatives (146)

Develop programs around topical issues and concerns (152)

Poll membership from regional standpoint and report to state (176)

Evaluation of programs (183)

Planning groups use historical success and failure (186)

Change format of programs in different years (200)

Develop program to attact a large group (205)

Use resource consultants in planning meeting (211)

Regional program participation--core of annual meeting (222)

Provide time to visit exhibits (258)

Social affairs to meet all needs (289)

3 INCREASE MEMBERSHIP AT NATIONAL AND STATE LEVELS TO STRENGTHEN MEDIA PROGRAMS (157)

Improve communications (19)

Get & retain members at both state and national levels (23)

4 HOW TO DEVELOP LEADERS IN A VOLUNTARY GROUP AND MAINTAIN ORGANIZATIONAL VITALITY (161)

Invite involvement and participation in organizational affairs (106)

Local leadership conference (124)

Public relations on what the organization is doing (133)

Pair new people with experienced leaders (135)

Initiate regional conferences (124)

Evaluate organizational effectiveness (163)

Open Board meetings (188)

Committee chairperson present at Board meetings to report (202)

Permanent staff (218)

Encourage student membership in organization (229)

5 THE PROBLEMS OF CERTIFICATION AND ACCREDITATION (169)

Weekend regional conferences to discuss and implement actions to help solve these problems (50)

AECT provide resource people to speak to these issues at regional and state level (56)

6 HOW TO GAIN LEGISLATIVE SUPPORT AND DEVELOP AN ACTION NETWORK (197)

Personal contact with legislators (83)

Have a legistative action committee with regional representation (96)

Inform membership of impending legislation to get letter writing (106)

Invite legislators to meetings (118)

Informal meetings (131)

Offer assistance to related governmental agencies (133)

7 COORDINATION OR CONSOLIDATION OF EFFORTS WITH SIMILAR ORGANIZATIONS (225)

Official Board action and communications (41)

Informal contacts (57)

8 NEED FOR ORGANIZATION TO SERVE AS AVENUE FOR STATUS AND IMAGE (260)

News releases about organization and its activities (94)

Attract all levels--professional and technical (122)

Conduct cooperative projects--interinstitutional (139)

Engage in local community involvement (142)

Development of goals and publicity for accomplishments (152

Public service announcement of TV (153)

Speakers bureau (166)

Press for idcas--engage in constructive criticism (169)

Emphasis on learning, not the objects of our field (175)

9 ADMINISTRATIVE SUPPORT FOR TRAVEL AND CERTIFICATION (268)

Sell the organization to administration by professional performance (76)

Invite administrators to be on programs (111)

Professional image/attitude (126)

Invite administrators to join organization (144)

Seek advice on problems regarding learning (149)

Positive actions (153)

Periodic reports of activities (174)

Committee involvement (178)

Institutional development of certification requirements (186)

10 STIMULATION OF INVOLVEMENT OF PEOPLE NOT PRESENTLY INVOLVED, SUCH AS PROFESSIONALS IN RELATED FIELDS (282)

Person to person contacts (94)

Mailings to inform individuals of the organization (118)

Send newsletters to these groups (131)

Emphasis on similarity of problems through seminars and workshops (140)

Develop a list of prospective graduates and new employees for mailings (172)

Develop mediated programs to send to schools groups and others (177)

Form interorganizational representational groups (200)

Develop resources directory and state membership directory (203)

Provide services to non-members as well as members (205)

11 RAISING FUNDS AND DEVELOPING A WORKABLE BUDGET

Self-supporting ideas and activities (98)

Invite corporate and business membership (122)

Sell advertising in newsletter and conference programs (129)

Charge exhibit fee for annual meetings (137)

Identify fund raising people (143)

White elephant auctions (160)

Use financial support and donations (164)

Private fundation support and donations (166)

Grants (181)

FUNCTIONAL TASK FORCES

Another major activity carried out by the participants was the development of guidelines for functional operational areas of affiliate management. The purpose of the exercise was not to come up with detailed instructions, but rather to draw on the experience of the participants--to share their wisdom. Hopefully, at some point in the future, these preliminary jottings will serve as the beginning of the development of formal procedural manuals. The information presented here was developed by Committees, chaired by members of the Council, to which the various state delegations named members.

MEMBERSHIP TASK FORCE REPORT

Ann Shaver, Chairperson

1. The conference program should appeal to the various members.
2. In order to attract people to the conference, potential members are invited to serve as evaluators at the conference. The school administration often provides financial support for these persons.
3. As many members as possible should be involved in committee work.
4. A fall and spring conference could be held in order to attract others, such as teachers and administrators and to avoid conflict with other interest groups.
5. An attractive membership brochure should be mailed.
6. Various contests such as a logo contest is sponsored.
7. Publications, such as newsletters, are mailed to a wide audience.
8. Membership advertisements should be placed in other state publications.
9. A free trial membership for new members could be offered for six months. They could attend one conference.
10. The state association could sponsor a graduate student to the conference.
11. Person to person contact is an excellent way to gain members. This can be achieved

at meetings and by phone calls. A "telephone" tree accomplishes this.

12. Regional workshops have been sponsored on Saturdays. These are profitable for those areas which don't have the resources or resource people. Speakers who attract others, such as teachers, are good for regional meetings. These are called "drive-in" conferences. Training workshops help those who are specialized in print.

13. Conferences should offer hands-on activities in addition to work sessions on such topics as leadership or budgeting.

14. A membership booth should be manned in other association meetings or exhibitor's tours travel around the state.

15. The various state media associations should jointly sponsor a state conference.

LEADERSHIP DEVELOPMENT TASK FORCE REPORT

Dick Predmore, Chairperson

Ways to develop leadership:

1. Provide in-service workshops.
2. Provide opportunities for formal and informal rap sessions.
3. Provide guidelines for strategies.
4. Give opportunities for role playing and simulations.
5. Pair experienced people with inexperienced people.
6. Provide opportunities for participation on committees.
7. Encourage attendance at conferences.
8. Provide informational services.
9. Provide affiliate funding for leadership development activities.
10. Utilize resource people.

NEWSLETTERS AND PUBLIC RELATIONS REPORT

Dick Cornell and Tom Bradley, Co-Chair

POINT #1....All newsletter editors should have available the AECT Editor's Handbook...and request again that the current editor's name be on the central office list (Contact: Charles Van Horn at AECT).

POINT #2....Encourage all affiliates to compile an individual profile data bank of "talents" within the association and that this information be obtained via the annual membership enrollment or renewal form. Further, that collations of pertinent data be extracted from this information and used for current promotional schemes of the affiliate.

POINT #3....That AECT produce a publication on public relations similar in format to the Editor's Handbook. ALTERNATIVE (#3.A): That AVI publish a one-page periodic how-to section on public relations similar to the "Copyright Today" column.

POINT #4....Establish or reactivate the affiliate public relations committee.

ORGANIZATIONAL MANAGEMENT TASK FORCE REPORT

Bill Brose, Chairperson

Organizing/Supervising Committee Chairpersons:

These items are listed in random order and no one item is recommended over another.

1. You should select someone who is committed to the task.
2. You should look to the previous chairperson for recommendations.
3. Permanent committee chairpersons should be appointed for a 2 year term. These appointments should be made so that you would not be replacing all committee chairpersons at the same time.
4. Nominees that are not elected should be strongly considered for committee chairpersons or committee members. These people have shown an interest and desire to work for the association.
5. If you have a problem finding a person for a committee chair--appoint the committee members first and then have the committee select their chairperson.
6. A job description should be given to the person who is being asked to serve as a committee chairperson.
7. Membership on the committee would be prerequisite for chairing the committee.
8. There should be a leadership training session for committee chairpersons.
9. AECT or SRMLC should develop a handbook for the training of committee chairpersons for the use of state affiliates.
10. The president or his designee should have good communications with the chairperson--either by telephone or by attendance at committee meetings.

Organizational Planning Strategies:

1. The past-president should remain a member of the executive Board.

2. There should be structured programs with directed teaching/learning.

3. Tap industry for monies for conferences such as SRMLC.

4. Consider applying for federal grants for program development within the organization.

FINANCIAL TASK FORCE REPORT

Irene Hildebrandt, Chairperson

1. membership dues--cost of obtaining and retaining members investment - potential audience - income formula must be determined

2. advertising--newsletter
   --conference program
   --ITV/ETV spots on association (solicit sponsors for any of the above items)

3. conference/workshops--registration
   --rent exhibit space
   --sale of publications
   --workshops with college credit (association realizes instructor's fees)

4. cost savers--Postage permits (minimum of pieces for single mailing)
   --utilization of services of state education association
   --incorporation
   --reduced advance conference/ workshop registration
   --refund policy state on advance registration forms
   --grants

5. transition from one treasurer to another
   --establish record keeping procedures
   --treasurer-elect select the policy

MEDIA FESTIVAL TASK FORCE REPORT

Howard Johnson, Chairperson

The initial discussion of the group focused on an overview of the philosophy and purpose of student media festivals. It was the consensus that these programs did, indeed, re-enforce the learning process and provide significant instruction to students. It was also the consensus that media festivals should encompass the total learning structure--K-12 through junior college and university. The need for separate awards at these levels of education was emphasized.

Marshall Gunselman from Tennessee reported that his affiliate had sponsored a student media festival this past year and it was very successful. Jim King of Georgia reported that the GAIT media festival was becoming more successful each year. It was of interest to note that the GAIT brochure placed considerable emphasis on copyright and its restrictions as they affect the production of media by students. Jim rightly pointed out that this provided a valuable learning experience for students who produce films and other media for festival competition.

Bob LaFollette of Maryland brought up a most interesting aspect of student media festival support--namely soliciting and obtaining Department of Education endorsement of school and district media festivals. This kind of endorsement has many advantages and should be pursued by other affiliates in planning this type of program.

The value of affiliate and school district media festival workshops (weekend or otherwise) for media specialists/librarians and students was stressed as a real plus factor in creating interest and support at local and district level.

It was also agreed that for an affiliate sponsored media festival to be a success, it was necessary to divide the state into regions, with a regional chairman appointed to receive, judge, and send forward to the annual affiliate convention, the regional winners in each category. The procedure, in most state competitions would simplify and expedite the selection of winners.

The subject of appropriate awards was also discussed. Should money or vendor solicited equipment be considered for awards? It was the consensus that this type of award would create serious problems. Certificates of participation, certificates of award and/or plaques, it was felt, would be more appropriate and create fewer problems.

In summary, all Task Force members were obviously dedicated to the merits of the student media festival concept as a significant contribution to student learning and enrichment. As Chairman of the Task Force, I can truthfully say it was a pleasure to meet with them.

LEGISLATIVE ACTION TASK FORCE REPORT

Leone Lake and Caddy Steele, Co-Chair

WHEREAS there is a need for the state affiliates to become involved in legislative action on media programs within their respective states and....

WHEREAS there is a need for careful planning and sufficient funding to support this legislative action....

BE IT RESOLVED that AECT gather, compile, and disseminate to all affiliates the current legislative action plans being used by individual affiliates and further....

BE IT RESOLVED that the Florida model of legislative action which is funded and supported by FAME be documented and presented to AECT for dissemination to state affiliates as an exemplary model.

FLORIDA LEGISLATIVE MODEL:

A. Legislative Committee

B. Appointed by President of Organization

C. Funded by FAME ($5,000)

D. Legislative Advocate employed ($2,800)

F. Network established

1. Regional Chairmen
2. County representation
3. All Representatives and Senators are assigned:
   a. personal contact
   b. letters

G. Legislative platform written by Committee, approved by FAME Board (17), printed at FAME expense, and SENT TO EVERY MEMBER OF THE STATE OF FLORIDA LEGISLATURE.

H. Funding is being asked from the state for personnel and materials based on F.T.E. in all K-12 schools.

CONFERENCE PLANNING TASK FORCE REPORT

Richard Peters, Chairperson

I. Selecting Conference Sites

A. Ascertain needs--projections based on past meetings and the proposed site of planned meeting
   1. sleeping rooms
   2. meeting rooms--general sessions
      small groups
      other
   3. meal functions/social functions

B. Develop specification sheets
C. Mail specification sheets to hotels
D. Compare responses
E. Inspect sites
   1. visit all types of rooms
   2. list constraints of floor plans

F. Negotiate--all charges can be negotiated
G. Site considerations....
   1. Can food and/or drink be brought in without charge or do all items have to be purchased from the hotel?
   2. Does hotel provide AV equipment?
   3. Is there a charge for parking?
   4. Will the hotel provide some secretarial services?
   5. How many complimentary rooms?
   6. Treatment of past groups?

II. Planning Committee

A. Augment as needs are identified
B. Should be cross-section of members
C. Specific responsibility for each
D. Establish check points and dates
E. Four scheduled meetings (approx.)

III. Survey Membership

A. Design survey form
B. Take random survey of 10% of membership to determine the following:
   1. theme for conference
   2. topics liked/disliked at last conference
   3. topics for concurrent sessions
   4. list of possible speakers
C. Compile data for planning committee
D. Conclusion
E. Prepare packet

IV. Funding

A. Establish budget and itemize
B. Submit to Board for approval
C. Sources of revenue analyzed (exhibits)
D. Establish fees

V. Theme Selection

A. After assessment of members for desired conference themes or topics--becomes....
   1. publicity gimmick
   2. used to shape conference with clear direction

B. Each presentation/presenter must....
   1. be given time slot (day/length)
   2. have topic and brief outline
   3. be informed of expected number and identity of audience

VI. Publicity

A. Write the program and announcement
B. Initial scripts to organization newsletters, flyers to membership, announcements at all affiliate organizations, sponsoring educational institutions, vendors notified
C. Both free and budgeted publicity should be explored

VII. Developing Conference Schedule and Program

A. Examine membership input
B. Set up time frame (keep elements in hour blocks--do not allow presenter to deviate, i.e., 45 minutes or 75 minutes)
C. Schedule time to visit exhibits
D. Provide a variety of sessions
E. Repeat popular concurrent sessions

VII. Identify Talent

A. Using the selected theme, locate individuals whose expertise fits theme
   1. local
   2. state
   3. national
B. Contact talent to verify fees, availability
C. Verify with other state organizations on the effectiveness of the speaker
D. Vary program--using master plan
E. Contact talent and firm committment

IX. Logistics

A. Room schedules set up by member of pro-

gram committee and confirmed 7 months prior to meeting by entire program committee

B. Lists of potential guests (including speakers) submitted at Board meeting at least 9 months prior to meeting. Guests discussed, prioritized, contacted

C. Host committee selected (on-site people) to accomodate special guests in whatever ways necessary: to assure equipment is available 1 day before conference, to be available at conference site to answer questions or handle problems with transportation and rooms.

D. Students chosen for equipment set up and break down

X. Evaluation

A. Design evaluation forms

B. Have forms available at every session

C. Have evaluation box (and evaluator) posted at back of room

D. On the spot tally of evaluation forms with results sent to program committee

E. Choose building level people as evaluators

1. to tally forms from individual programs
2. to fill out special evaluator's forms
3. for informal discussion with program committee

F. Final large-group session for informal evaluation of conference and suggestions for future meetings

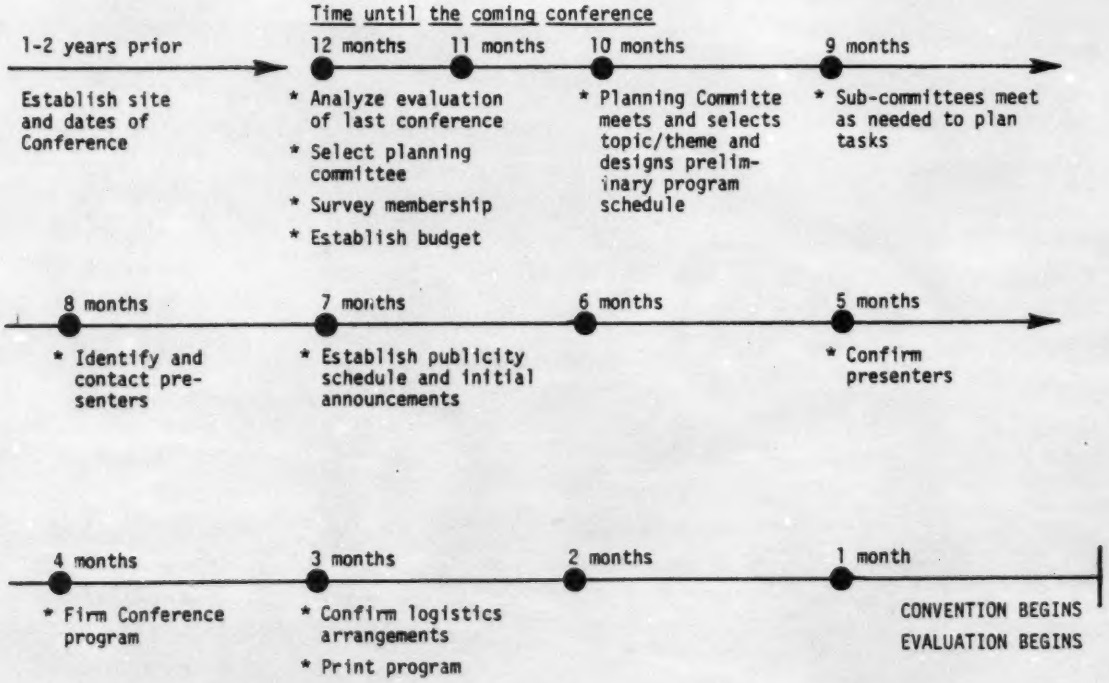
SPECIAL NOTES:

*** Request references for conference planning, i.e., booklets and guidelines, from AECT.

*** The hotel facilities, meal arrangements, and room rates (particularly!) are negotiable. Prepare specifications and submit to alternative facilities for bids and for negotiations.

*** It is suggested that the local affiliate planning committee revise the document to suit the special needs of their state organization.

SUGGESTED CONFERENCE PLANNING TIME LINE



CONFERENCE RESOLUTIONS

(1) We encourage the national office to sustain and improve the public image of "media" and the role of media professionals as integral parts of our educational system.

(2) We encourage the development of effective programs for state meetings through: involving national, state, and local program participants; scheduling widely diverse activities to meet the needs of individual interest groups; developing programs around topical issues and concerns; through polling membership interests, and evaluating programs.

(3) We appreciate the national office's efforts to reach greater numbers of potential members and encourage continuation of this activity to increase membership at the national and state levels as a means of strengthening media programs and encourage the state affiliates to do the same.

(4) We encourage the development of activities to increase participation in leadership roles in an effort to maintain organizational vitality through local leadership conferences; the pairing of new people with experienced leaders; evaluation of organizational effectiveness; open board meetings; student membership; and, when feasible, permanent staffing.

(5) We recognize the need to further define certification and accreditation concerns and recommend that through cooperative efforts between the national office and state affiliates a directory of resource persons to speak to these issues at all levels be developed.

(6) We applaude the efforts of the state, regional, and national organizations to gain legislative support, and encourage the continuation of the development of a legislative action network.

(7) We solicit the support and advice of the national office in dealing with the problems of coordination and consolidation of state media organizations through resource materials, activities, and personnel.

(8) We request that the AECT Board of Directors officially recognize the existance of regional grouping, such as SRMLC, NRMLC, and others, and as such provide a listing in the Membership Directory.

Passed by the assembled delegates in General Session on February 10, 1978.

CONFERENCE EVALUATION

Evaluation questionnaires were distributed on Thursday, February 9, and collected at the time of the final conference session on Friday, February 10. Completed questionnaires were received from 31 individuals. Excluding those who were directly involved in running the conference and those who were not present when the evaluations were collected, this represented 55 percent of the conference participants.

52 percent of the respondents were attending their first SRMLC Leadership Conference. The remaining 48 percent had attended an average of 4.7 conferences prior to the Atlanta meeting. On the average, the respondents had been active in the media field for 10.6 years. The only major way in which initial participants and repeat participants differed was in regard to the length of time they had been active in their state affiliates--3.1 years and 9.2 years respectively. In regard to their current positions:

19 percent were in professional education,
38 percent were in media services at the higher education level,
35 percent were in media services at the K-12 level, and
8 percent were in other aspects of the media field.

In regard to affiliate leadership positions:

26 percent currently held elective office in their affiliate,
39 percent had held elective office in their affiliate,
35 percent currently held committee chairmanships, and
29 percent had held committee chairmanships.

On the whole, the conference participants seemed to represent a good profile of the media profession in the Southeast and a good mix of both experienced and emerging leadership.

Each respondent to the evaluation questionnaire was asked to rate the various program elements in terms of their relevance and effectiveness on a five point scale (1 = poor / 5 = excellent). The results are presented in a graphic format on the following page. Mean values assigned to the program elements by initial participants are indicated by the letter "i" below the line, mean values assigned by repeating participants are indicated by an "r". Overall mean values derived for each item are listed above the line.

In general, the program elements were well received. No single program element received a mean rating of less than 4.0 on relevance. The range on effectiveness displayed a greater spread--from 3.6 to 4.4. In most cases, repeating participants gave a higher rating to program elements than did initial participants. This is probably because they were evaluating the conference within the frame of reference of past SRMLC meetings that they had attended. Two areas where initial participants gave a higher rating than did the repeaters were the goal setting and functional guidelines application exercises. This most likely reflected a more personal need due to the initial participants' relative inexperience with these activities at the affiliate level.

	RELEVANCE (1 2 3 4 5)	EFFECTIVENESS (1 2 3 4 5)
Study Tours	4.6	4.3
Social Hour	4.0	4.4
MULTI-IMAGE PRESENTATION: *"Welcome to Georgia"*	4.1	4.2
Van Horn Presentation	4.1	3.8
McMahan Presentation	4.3	3.7
SLIDE/TAPE PRESENTATIONS:		
LEADERSHIP DEVELOPMENT: *"What/Why Is a Leader?"*	4.4	3.9
MANAGEMENT PLANNING: *"Getting From Here To There"*	4.4	3.9
ASSESSING NEEDS: *"Where Are We and Where Are We Going?"*	4.3	4.1
SETTING PRIORITIES: *"Putting First Things First"*	4.4	4.1
HUMAN RELATIONS: *"Working With and Through People"*	4.6	4.1
APPLICATION EXERCISES:		
Goal Setting/Identification of Alternatives	4.0	4.0
Setting Priorities	4.2	3.6
Development of Functional Guidelines	4.1	4.1

GENERAL EVALUATION QUESTIONS:

In relation to other SRMLC Conferences that I have attended, this Conference was:

poor 1 ——— 4.2 ——— 5 excellent

The amount of structure in the Conference was: too much 1 ——— 3.1 ——— 5 too little

For me personaly, this Conference was: very heloful 1 ——— 2.4 ——— 5 wasted time

The effects of this Conference on my state organization should be:

extensive 1 ——— 2.2 ——— 5 little

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